

**SOCIO-DEMOGRAPHIC FACTORS AND IMPLEMENTATION OF
GENDER MAINSTREAMING IN KAJIADO COUNTY, KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED TO THE SCHOOL OF
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DECLARATION

This project is my original work and has not been submitted for the award of a degree in any other institution.

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DEDICATION

This study is dedicated to my beloved family, whose unwavering support has been the cornerstone of my academic journey, especially in the realm of research. Their continuous encouragement has been a guiding light, propelling me forward even in the midst of demanding work schedules and academic commitments. I am sincerely grateful for their steadfast belief in me.

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ABBREVIATIONS AND ACRONYMS

BOM	Boards of Management
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
ECOSOC	Economic and Social Council
EU	European Union
FGM	Female Genital Mutilation
FP	Family Planning
GBV	Gender-Based Violence
GM	Gender Mainstreaming
HR	Human Resources
NACOSTI	National Commission for Science, Technology & Innovation
NGOs	Non-Governmental Organizations
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
SSA	Sub-Saharan Africa
UN	United Nations
US	United States
WEF	World Economic Forum

OPERATIONAL DEFINITION OF TERMS

Gender - A sociological and cultural construct that separates variations in women's/girls alongside men's/boys' traits based on the roles, characteristics, and obligations assigned to them in society.

Gender-based violence - Refers to any hurtful act(s) against a person because of their gender. The harm caused may be physical, sexual or psychological harm.

Gender equality - The idea that all people, regardless of orientation, have the same chances to succeed in life, to be treated with respect and decency, and to participate in and benefit from society's economic, social, cultural, and political advancements.

Gender gap - Refers to a disparity between men and women, as well as between boys and girls, especially about participation rates, access to resources, and the achievement of development goals.

Gender mainstreaming - This approach seeks to ensure that gender equality is duly considered throughout the development, execution and assessment of all initiatives.

Gender norms - Refers to the characteristics and behaviours that have historically been assigned to the male and female genders in a certain society and time. They reflect traditional views or notions of what females and males ought to do or behave like within society.

ABSTRACT

Gender mainstreaming focuses on gender equality by emphasising that women's and men's problems, interests and viewpoints are taken into account during policymaking. Locally, there is limited exploration of the socio-demographic factors and implementation of gender mainstreaming. In Kajiado County, gender inequality is a persistent challenge with several concerning manifestations. They include high rates of sexual violence against women, a high prevalence of female genital mutilation (FGM), high rates of adolescent pregnancies and early marriages, low rates of girls transitioning to secondary and tertiary education, limited access to land ownership for women, limited economic empowerment opportunities, and a lack of women's participation in family planning decisions. This study examined socio-demographic factors and the implementation of gender mainstreaming in Kenya's Kajiado County Government. The survey specifically examined how education level, family dynamics, and affirmative action influenced the implementation of gender mainstreaming in Kajiado County Government, Kenya. The survey was anchored on the feminist theory and social role theory. The study adopted a descriptive research design targeting 1,500 employees of the County Government of Kajiado in various departments. A stratified random sampling procedure was utilised to select a sample of 150 participants. A questionnaire was employed to gather primary information. The collected data was analysed using quantitative and qualitative analysis. The quantitative analysis involved descriptive and inferential statistics that led to multiple linear regression modelling. Qualitative analysis involved thematic narration for the open-ended questions in the research tool. Data results were presented using frequency tables, percentages and a regression equation. The study obtained appropriate authorisations from the University, NACOSTI, the County Government of Kajiado, and the respondents' consent. The results revealed that educational level, family structures and affirmative action were significantly affecting the implementation of gender mainstreaming in the County Government of Kajiado. Educational level and family structures had a negative effect ($\beta = -.038$, $p = .033$; $\beta = -.007$, $p = .031$) while affirmative action exhibited a positive effect ($\beta = .073$, $p = .005$) on the implementation of gender mainstreaming in the County Government of Kajiado. This study recommends a paradigm shift in educational reform, the development of family-centred policies and the enhancement of affirmative action in Kajiado County to promote gender mainstreaming in the county.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The concept of gender mainstreaming originated from the Third UN Conference on Women, convened in Nairobi in 1985. (George & Kuruvilla, 2022). The United Nations (UN) defines gender mainstreaming as the process of assessing how laws and policies influence both women and men at all levels, across all sectors. It's an approach that ensures that males and females are treated alike during the designing, execution, assessment and appraisal of procedures and projects in entire spheres (UN Women, 2023). Additional commitments on gender mainstreaming include the Sustainable Development Goal (SDG) number 5, the United Nations Security Council, the Commission on the Status of Women, and several national, regional, and international action plans on gender mainstreaming whose aim is to make gender issues "main" or "normal" and widely accepted (Sen, 19).

A similar view is expressed by the European Union (EU) which states that GM entails the (re)organization, development, improvement, implementation and evaluation of policy processes so that a gender equality perspective is incorporated in all policies, programmes and projects at all levels and all stages by the actors normally involved in policymaking (EU, 2023). In this respect, gender mainstreaming relates to the promotion of gender equality through its systematic integration into all policies, processes and procedures as well as systems, structures and culture of the organization (Jacquot, 2020). As such, GM is a strategy whose ultimate goal is to achieve gender equality (Barford, 2021).

Globally, gender mainstreaming has been embraced as a way to advance the rights of females and to achieve gender parity. Its implementation is underscored, guided and

reinforced by mandates elaborated by Member States through resolutions in UN intergovernmental bodies (Arendt & Buzzanell, 2017). However, its implementation remains varied across the globe. For instance, despite significant advancements towards gender equality through gender mainstreaming in the United States (US), gender inequality in the US continues to persist in many forms to this day, denoting that gender mainstreaming remains a work in progress in the country (Levine, England & Mishel, 2020). In the US, gaps in gender mainstreaming, evident in persistent gender inequality, are seen in spheres such as women's political representation and participation, occupational segregation, health care, sexual assault, workplace inequality, the unequal distribution of household labour and biases in the criminal justice system, among others (Bellitto, 2021).

As is the case with the US, the European Union has made advancements in gender parity in the last few decades. This has been accomplished by incorporating gender lens into all EU member states' national levels' strategies, programmes, initiatives, and activities. This is seen in the 2022 Global Gender Gap Index in which EU countries held the top three spots for gender quality globally and made-up half of the top ten countries worldwide (World Economic Forum, 2023). Within the EU, encouraging trends attributable to the gender mainstreaming effort are now seen in a higher number of women in the labour markets, increased economic independence of men and women, reducing gender pay gaps, increased support in the fight against gender-based violence (GBV) and protecting and supporting victims, promotion of equality among genders in making decisions, near parity of boys' and girls' participation in education at all levels and increased promotion of women's rights across member states (Jacquot, 2020). These achievements notwithstanding, gender inequalities still exist, denoting that gender mainstreaming remains an area of ongoing activity within the EU (EU, 2023).

Gender mainstreaming status has been reported to be lowest in the Middle East, South Asia, and North Africa regions. In these areas, low gender mainstreaming scores have been attributed to women's increased marginalisation in labour markets, political leadership, participation and representation, economic participation and wealth accumulation, lifelong learning and career advancements and access to health care (Derichs & Fennert, 2021). This has largely been ascribed to the absence of political drive from responsible governments leading to a lack of legislative support; lack of adequate resources towards gender mainstreaming efforts; highly conservative social and religious beliefs and norms as well as patriarchal-based social structures (Moghadam, 2017).

Regionally, gender mainstreaming has faced headways in the sub-Saharan Africa (SSA) region. Though a few sub-Saharan African countries including Rwanda, Namibia and South Africa perform relatively well in gender mainstreaming as measured through the gender equality gap index, most of the countries in this region still lag behind core gender mainstreaming indicators (Mendum *et al.*, 2018). As is the case in the Middle East, South Asia, and North Africa regions, sub-optimal gender mainstreaming scores in the SSA region have also been attributed to women's increased marginalisation in areas including political leadership, participation and representation; economic empowerment and employment opportunities, schooling, educational training and career advancement; access to health care as well as women's increased exposure to scourges including violence on gender basis, unmet sexual and reproductive health needs and rising poverty (Moodley *et al.*, 2019; Oosthuizen *et al.*, 2020).

Gender mainstreaming is gaining popularity locally as a way of realising gender parity. Kenya is a signatory to different UN deals and goals on orientation correspondence including the Beijing Stage for Activity (UN, 1995), the Show on the Disposal of all Types of Victimization Ladies, CEDAW (UN, 1955, 1979, 2010), the 1997 Financial and Social Board (ECOSOC) concurred ends on orientation mainstreaming (supported in 2020 and 2022), the 2030 plan for Reasonable Turn of events and the African Contract on Human and People groups' Privileges on the Freedoms of Ladies in Africa (World Economic Forum, 2023). Indeed, Kenya has been making strides towards realising gender equality and equity. There have been policies designed to promote it that are regularly reviewed or updated to strengthen the system and address the gaps. The National Policy for Prevention and Response to Gender-Based Violence from 2014, the Kenyan Constitution from 2010, the National Gender and Equality Commission, and the State Department of Gender Affairs are some instruments that illustrate this (Berry, Bouka & Kamuru, 2021).

The Constitution of Kenya 2010 entrenched a value structure that recognizes human dignity, equality, non-discrimination, equity and social justice as the guiding principles for state policy, legislation and the citizens' behaviour and attitudes towards each other (Barford, 2021). Further, the constitution provides for both affirmative action and gender equality as directive principles of the state, which the state and all public institutions must ensure are respected and promoted at all levels of society (Mwendwa, 2019). There have been some successes along the way, such as the equalisation of the right to own property and the ability to inherit property, as well as fair employment practices. However, a lot needs to be addressed before Kenya can be proud of its record on gender parity. This denotes that more needs to be done to promote the integration

and implementation of gender mainstreaming in the country (Akala, 2019; Muigua, 2020).

1.2 Statement of the Problem

The 2022 World Economic Forum (WEF) report on the gender gap index as a measure of progress made towards achieving gender equality through gender mainstreaming indicated that Kenya's gender gap index score was 72.9% in 2022. However, despite the relatively good index score, the WEF report noted that notable gender equality gaps in Kenya remained in areas of economic participation and opportunity, access to labour markets and credit, educational attainment, access to health and survival and political representation and empowerment with women and girls posting poorer scores compared to men and boys (World Economic Forum, 2023).

Gender mainstreaming has been supported by many people, but the principles of gender parity are still largely ignored in many countries, and the strategy has not done much to break down the power and privilege structures that are rooted in racism, harmful masculinity, and male privilege (Moodley et al., 2019; Derichs & Fennert, 2021).

In Kajiado County, gender inequality concerns remain a key problem. Notable among them are the alarming incidences of sexual violence based on gender, the large number of FGM cases, the high rates of teenage pregnancies and early marriages, the low transition of girls to secondary and tertiary institutions, the low number of women in elective positions at the county and national levels, the lack of women's rights to land ownership, the low economic empowerment of women, and the lack of women's voice in decisions about family planning. These have largely been attributed to harmful cultural beliefs, traditional practices and patriarchal social order (World Relief, 2020).

The manifestations of gender inequalities in Kajiado County point to potential gaps in

gender mainstreaming implementation in the county. There is a dearth of knowledge regarding the socio-demographic factors and implementation of gender mainstreaming in Kajiado County, which was the study focus.

1.3 Objectives of the Study

The study specifically sought to:

1. Determine how education level affects the implementation of gender mainstreaming in the County Government of Kajiado.
2. Establish how family structures affect the implementation of gender mainstreaming in the County Government of Kajiado.
3. Examine the extent to which affirmative action affects the implementation of gender mainstreaming in the County Government of Kajiado.

1.4 Research Questions

The survey questions included;

1. How does the education level affect the implementation of gender mainstreaming in the County Government of Kajiado?
2. How do family structures affect the implementation of gender mainstreaming in the County Government of Kajiado?
3. To what extent does affirmative action affect the implementation of gender mainstreaming in the County Government of Kajiado?

1.5 Justification and Significance of the Study

There are several compelling reasons to prioritise gender mainstreaming. To start with, gender mainstreaming guarantees women participation in all spheres and at all levels, with full rights and equal voice in all matters about their lives. Second, gender mainstreaming is a powerful tool for advancing gender parity. The formulation, execution, assessment and appraisal of protocols and programs across all spheres of society and government can be made to prioritise the viewpoints and experiences of both males and females. Therefore, it is an approach which seeks to accommodate the requirements of everyone. In addition, gender mainstreaming is a strategy for enhancing the effectiveness of public policies, plans, and projects by prioritising the needs of women and girls. Hence, promotes a more equitable, productive, and sustainable society for both women and men.

Kajiado County was selected for study due to observed persistent gender inequality challenges. In comparison to other counties in the country, the county has comparatively higher rates of FGM, adolescent pregnancies, early marriages, and incidences of sexual and gender-based violence, according to the World Relief Gender Equality report from 2020. It has also, a low transition from primary to secondary and tertiary education institutions among girls, low economic empowerment and land ownership rights among women and a low number of females in administrative and elective posts across all echelons (World Relief, 2020). This depicts gender inequality challenges in the county pointing to potential gaps in gender mainstreaming in the county, a matter that deserves closer attention. Additionally, the county offered proximity for the researcher who works and operates from Nairobi County hence viable for the supervision of gathering data.

The findings herein reported give policymakers helpful ideas on how to undertake gender mainstreaming to achieve gender parity in the devolved unities. This may in turn inform action on accelerating and enhancing gender mainstreaming implementation given gender equality must be looked into intently if national development plans such as Vision 2030 and the SDGs are to be realized.

To the County Government of Kajiado including leaders at all levels in the county, insights derived from this study's findings will act as the basis for accelerating action towards putting into action gender mainstreaming strategies and guidelines in the county. The realisation of gender mainstreaming is not limited to Kajiado County; other counties in Kenya can find this study useful in enhancing their knowledge and understanding of gender mainstreaming particularly concerning socio-demographic factors that impede the effective implementation of gender mainstreaming.

This study highlights socio-demographic factors that hinder the efficient implementation of gender mainstreaming in the county for civic activists, non-governmental organisations, and community-based groups engaging in activities or programs promoting gender equality in Kajiado County. They can formulate and implement gender mainstreaming programs and initiatives in the county while taking these considerations into proper consideration.

To the general community at large in Kajiado County, gender mainstreaming is an approach that can positively transform society in more ways than one. This study is both informative and illuminating to the residents of the county leading to their support, participation and encouragement of gender mainstreaming initiatives in the county.

Lastly, this empirical research adds to the available local literature on the study subject. As such, it offers other scholars reference material and a basis to conduct more research about the study subject.

1.6 Scope of the Study

The survey's objective was to identify socio-demographic attributes that hinder the County Government of Kajiado in implementing gender mainstreaming. In particular, the survey investigated how training level, family designs and governmental policy regarding minorities in society challenge the execution of orientation mainstreaming in the County Government of Kajiado. Kajiado County was the geographical extent of the survey. Employees serving at varied ranks of management alongside areas of operation in the County Government of Kajiado constituted 1,500 of the survey's target population while the sample was 150 employees from different sections.

1.7 Limitations of the Study

The survey participants included employees of the County Government of Kajiado, Kenya serving in the government's various departments in the county headquarters. Therefore, work-related obligations hindered study participants from promptly engaging with the study tool. To mitigate this issue, the study tool was provided with a drop-and-pick-later approach, allowing a 2-week window for participants to respond at their convenience. Nevertheless, despite the extended time frame, some participants still did not respond to the study tool, leading to a further extension of the timeline.

The descriptive research design utilised herein helped indicate how or to what extent the study variables are associated with each other. However, the causal inference could not be established from this study. To mitigate this, further studies, utilising causal or

explanatory research design, are required to further investigate the observed associations.

The data collection relied on self-reported information from the study respondents, which was based on their memory. This introduced the potential for recall bias and socially desirable responses. However, efforts were made to mitigate this by emphasizing the importance of accurate and honest responses when using the study tool.

Finally, there were instances of data either lacking or not complete within the research instruments, which were addressed by performing data cleaning before the final data analysis.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the empirical research completed around the topic as per the research objectives. Theories guiding the empirical investigation are also discussed within this chapter. A conceptual framework, which serves as a visual depiction of the link between the study's variables, is also provided. There is also a summary of the empirical literature that has been reviewed.

2.2 Empirical Literature Review

This section includes an examination of previous research about socio-demographic factors and the implementation of gender mainstreaming across various settings in line with the aims of this empirical probe.

2.2.1 Implementation of Gender Mainstreaming

Freidenvall and Ramberg (2021) examined how well Sweden implements gender mainstreaming at the local level. They studied two municipalities to see where things fell short. Their research considered existing ideas on policy implementation, focusing on understanding, resources, and commitment. They also looked at resistance to gender equality efforts within institutions. The study found that complacency, where people believe gender equality is already achieved, and competition from other priorities were major hurdles. Additionally, a lack of political will at times hindered progress, even in these exemplary municipalities.

Bakhuis (2019) explored how the Netherlands and Sweden handle gender mainstreaming. Their analysis explored the factors influencing implementation, how the two countries differ in their approaches, and the reasons behind those differences. The study suggested that social and cultural norms, along with a country's political

landscape and recent events, are the main factors explaining the variations between the Netherlands and Sweden on how gender mainstreaming was practised.

Adeoti (2021) conducted an empirical inquiry in Nigeria to examine the obstacles to gender mainstreaming in river basin-level water resource management. The goal of the survey was to explore if the subsequent policies and legal frameworks guiding the operational mandates of the country's river basin development authority mainstreamed gender in their responsibilities and initiatives for managing water resources at the river basin level. Results showed that gender mainstreaming was poorly implemented in the country's river basin development authorities in particular and the water sector in general. This was mostly due to the absence of legislation and policies that supported gender mainstreaming in the industry. The study found that fundamental reforms to the primary water resources policy and legal instruments, as well as the institutional policies and arrangements of the river basin development authority, were required to mainstream gender in the nation's water sector. The current study differs in that it utilised human respondents rather than using data extracted using a desk review as was the case with Adeoti's study.

In South Africa, Vyas-Doorgapersad and Bangani (2020) performed an empirical investigation focusing on the implementation of gender equality perspective within the country's public service for the period 1994 to 2019. The study adopted a theoretical approach and derived its contentions from data contained in secondary sources which included journal articles, books, online sources, newspapers and formal documents. The study established that there were significantly more women in lower management levels in South Africa's public service than they were in higher-ranking management positions denoting considerable gaps in the implementation of gender mainstreaming in the

country's public service. The study averred those social changes in gender roles at community and family levels were needed to address identified gaps in gender mainstreaming integration in the country's civil service. The current study deviates from this study as it utilised data gathered from primary sources instead of documentary sources.

An empirical study was conducted in Ethiopia by Kelkay (2022) to examine the mainstreaming of gender in a few government organisations in the Fogera area. The study examined gender mainstreaming as a technique and looked for opportunities for gender mainstreaming as well as any significant practical issues that prevented effective gender mainstreaming integration. The survey utilised a case study research design and qualitative research methods with participants selected using a purposive sampling method. According to the findings, it was established that the implementation of mainstreaming of gender was largely sub-optimal in the surveyed government agencies in the district. The study also noted that there were limited tools and techniques for implementing gender mainstreaming in government agencies in the area. Further, it was noted that while most of the participants were aware of gender mainstreaming, they contested that it promoted gender equality. The current study differs in that its participants were selected using a stratified random sampling method and also applied quantitative research methods.

2.2.2 Education Level and Gender Mainstreaming Implementation

Clavero and Galligan (2021) examined how well plans to achieve gender equality (GEPs) in universities could lead to lasting and positive change. Their study focused on the concept of epistemic justice, which is about fairness in how knowledge is created and who is listened to. They examined GEPs from seven European universities to see

if they addressed the unequal power dynamics that exist in academia according to Bourdieu's ideas. The study found that these plans didn't pay enough attention to how power structures and university culture create and maintain gender inequality at all levels within the institution.

Lau et al. (2021) investigated how COVID-19 indirectly exacerbated existing gender disparities globally. The datasets analysed encompassed indicators related to vaccine hesitancy and uptake, healthcare service utilisation, economic and work-related anxieties, educational disruptions, and safety concerns within the domestic and community spheres. The analysis employed a combination of mixed effects regression, Gaussian process regression, and bootstrapping. Results revealed a significant widening of pre-existing gender gaps during the COVID-19 pandemic. The study suggested that policymakers should prioritise policies that facilitate and incentivize women's continued labour force participation and educational attainment, thereby empowering them to overcome the amplified barriers they confront.

Mendum, Paez and Njenga (2018) undertook a survey study to investigate leading challenges that impeded the effective integration of gender mainstreaming in research and development in the southern and eastern African regions. They found that the incorporation of a gender equality perspective was mostly subpar in the two regions' refugee groups' research and development programs and projects for the security of food and energy. They also established that low education levels among women in the host communities within which the programs and projects were being implemented had a significant adverse effect on the integration of gender mainstreaming in the programs and projects implementation. They averred that to effectively ingrain gender mainstreaming into community-based policies, programs and projects, there was a need

to promote literacy-enhancing initiatives among refugee communities. However, while their study was prospective, the current survey was cross-sectional.

Oosthuizen et al. (2020) carried out a study to explore the factors that influenced the mainstreaming of gender in energy projects in poor urban settings in South Africa. They performed a structured literature review on the subject based on a systematic review methodology. The obtained data was probed using a narrative thematic synthesis approach followed by further assessment using content analysis. The outcomes of the survey revealed that, despite concerted efforts to mainstream gender in South Africa's energy sector, gaps in gender mainstreaming implementation in the sector remained. The study's principal result was that the country's energy industry faced significant obstacles to gender mainstreaming because of insufficient educational opportunities and a lack of commitment to women's empowerment through capacity building, training, and knowledge sharing. Instead of employing a systematic review approach, as was the case with Oosthuizen et al.'s (2020) study, the current investigation used a descriptive cross-sectional study design to attempt to validate these findings in the local context.

Kirima (2019) assessed the socio-cultural variables that affected gender mainstreaming in public secondary schools in Embu and Tharaka Nithi Counties. The targeted respondents were gender coordinators at the sub-county and county levels and principals of selected schools. Obtained data were descriptively analysed with interactions between the various factors and gender mainstreaming implementation assessed using Logit regression. It was established that gender mainstreaming policy was poorly implemented in the two counties' public secondary schools. The education level of the gender coordinators and heads of the institutions was found to be a

significant predictor of their level of implementation of the gender mainstreaming policy with higher implementation scores positively correlating with higher education levels among the respondents. However, while this survey was done among public secondary schools, the current study was performed in one of the country's devolved units.

Ododa (2018) examined the implementation of gender mainstreaming in boards of management (BOM) of secondary schools in Kenya using a case study of Uriri Sub County of Migori County. The study sample consisted of 16 nominating agencies, 120 BOM members, and 8 heads of secondary schools. Data were collected by questionnaires, and descriptive and inferential statistics were used to evaluate them. Results of the study showed that there was low gender mainstreaming within the BOM of secondary schools in the study area with the majority being male-dominated. Comparatively low education backgrounds among women compared to men were cited as a factor that contributes to their underrepresentation in BOM appointments. There was also a general lack of awareness regarding gender mainstreaming guidelines for the appointment of BOM members among surveyed participants. The current study sought to validate these findings but in the context of governments of devolved units in the country.

Wafula (2016) conducted a descriptive survey study to explore the elements that influence the implementation of the gender mainstreaming strategy in Bungoma South Sub County's public secondary schools. The review test contained 484 respondents drawn from 22 public secondary schools and incorporated the organisations' agent chiefs, choosing a leading group of lead representatives, individuals and heads of divisions. The review laid out that the execution of the orientation mainstreaming

technique in open auxiliary schools in Bungoma South Sub County was less than ideal. According to the review, not very many partners had gone through preparing for orientation mainstreaming and consequently in a significant number of the schools, the orientation mainstreaming technique was carried out on an experimentation premise. One of the socio-demographic characteristics that influenced the execution of the gender mainstreaming plan in schools was the education level and professional qualification of stakeholders. The current study validates these findings in the context of county governments around the country.

2.2.3 Family Structures and Gender Mainstreaming Implementation

Hjálmsdóttir and Bjarnadóttir (2021) examined how the COVID-19 pandemic impacted the balance of work and life for families in Iceland, especially regarding unpaid work like childcare and housework. The researchers analysed real-time diaries written by mothers during the height of the pandemic in Iceland. The findings show that mothers shoulder a much heavier mental burden than before. They described the emotional strain of managing childcare, housework, and keeping everyone safe during this crisis. Notably, the study suggests that even in a country known for gender equality like Iceland, a situation like COVID-19 can expose and worsen existing expectations about mothers' roles in housework and childcare.

Maheshwari and Nayak (2022) performed an exploratory qualitative study on barriers and enablers for career enhancement as a measure of gender mainstreaming among women in leadership in institutions of higher learning in Vietnam. The study was carried out among 21 respondents (2 men and 19 women) working in senior and middle managerial positions as well as lecturer positions in 9 universities in the country. According to the findings, in addition, to balance between work and life, subordinates'

discernments of women leaders, social networks, and personal factors, deeply ingrained social-cultural norms and traditions on gender roles and patriarchal structures that favoured men's ascendancy to top leadership positions over their female counterparts were the primary barriers to women's career advancement. Consistent family and mentor support was an enabler for the women's career enhancement. According to the survey, these institutions needed strong gender mainstreaming policies and initiatives to encourage women's career advancement into leadership positions to promote diversity, inclusion, and equality.

As part of gender mainstreaming research, Kelly (2019) looked into the factors that made it easier and harder for Nigerian women to participate in governance. The objective of the survey was to provide proof regarding the factors that facilitate and hinder women's participation in politics and governance in Nigeria. The participation of women and representation in politics and governance in Nigeria were low, according to the study's findings. The review noticed that the extent of ladies in all degrees of government had stayed low notwithstanding ladies being dynamic players in the nation's economy and common society. The study says that gendered economic and household inequalities, as well as a sexist and patriarchal social culture, impeded Nigerian women's participation in politics and governance. These obstacles to gender mainstreaming in the nation could be addressed by altering cultural norms and empowering women through training or mentoring.

Vyas-Doorgapersad and Bangani (2020) did a study that aimed to identify factors that hampered the implementation of gender equality focus within the Public Service in South Africa for the period 1994 to 2019. The study adopted a theoretical approach and derived its contentions from data contained in secondary sources which included

journal articles, books, online sources, newspapers and formal documents. The study established that there were significantly more women in lower management levels in South Africa's public service than they were in higher-ranking management positions denoting considerable gaps in the implementation of gender mainstreaming in the country's public service. Highly patriarchal societal norms and traditions and family-level structures that favoured men for higher managerial positions over women were partly to blame. The study averred that social changes in gender roles at community and family levels were needed to address identified gaps in gender mainstreaming integration in the country's civil service. The current study deviates from this study as it utilised data gathered from primary sources instead of documentary sources.

Mihrete and Bayu (2021) conducted a study to examine the difficulties and advantages of implementing a gender mainstreaming strategy in Ethiopia's public sector. Participants were chosen using a purposeful sampling process from the Women and Children Affairs Office of the Bahir Dar City Administration. Focus groups, document evaluations, interview guides, and other research tools were used, and the results were investigated thematically. The study found that the main obstacles to implementing a gender mainstreaming strategy in the country's public sector were patriarchal family structures, as well as a lack of gender focal persons, training, theoretical and technical skills about gender issues, inadequate financial resources, compartmentalization, and lack of commitments. The presence of orientation mainstreaming strategies, strong authority and survey assessment among board heads were distinguished as any open doors for empowering GM. The current study attempted to verify the results in a local setting.

In the Fogera area of Ethiopia, Kelkay (2022) conducted research to examine the mainstreaming of gender in specific government organizations. The study examined gender mainstreaming as a technique and looked for opportunities for gender mainstreaming as well as any significant practical issues that prevented effective gender mainstreaming integration. The study utilized a case study research design and qualitative research methods with participants selected using a purposive sampling method. While most of the participants were aware of gender mainstreaming, they contested that it promoted gender equality. The study also noted that there were limited tools and techniques for implementing gender mainstreaming in government agencies in the area. Opportunities for training and retraining on gender issues and gender mainstreaming in the surveyed offices were also minimal. Patriarchal family structures upon which gendered social roles were based were major barriers to the effective integration of gender mainstreaming in the study area. The current study differs in that it utilises quantitative research methods.

2.2.4 Affirmative Action and Gender Mainstreaming Implementation

A study by Henningsen, Horvath, and Jonas (2022) investigated how highlighting affirmative action in job advertisements affects hiring decisions. They conducted an online experiment where 481 university faculty members in Germany evaluated applications for an associate professor position. The applications were identical, but the job advertisement either mentioned the university's commitment to affirmative action (favouring women) or just excellence (gender-neutral). Surprisingly, the researchers found that evaluators favoured the female candidate more often when the ad highlighted affirmative action. Interestingly, male evaluators showed a stronger bias towards the female candidate when the position promoted affirmative action, and vice versa.

In a study on Central and Eastern European (CEE) countries, Beloshitzkaya (2021) investigated why these nations adopt affirmative gender equality measures even though the European Union doesn't mandate them. The research, based on the idea that parties in power should fulfil their promises (mandate theory), looked at data on political party stances on gender equality across eight former communist countries over 25 years. Beloshitzkaya argues that the key factor is the position of political parties. The study revealed that governing parties are more likely to enact policies promoting gender equality. Interestingly, it found that political parties, rather than feminist movements, are the driving force behind affirmative action policies in this region.

Howland *et al.* (2021) investigated challenges to gender mainstreaming in environmental change, farming, nourishment and food security in Honduras and Guatemala. The study examined the obstacles to gender mainstreaming in these two countries' policies using a case study approach. Data were collected through semi-structured interviews and policy document analysis, which were then thematically evaluated. Results showed that despite having taken on several obligations on a global scale regarding gender issues, having gender-marked strategies, and having legislative gender bodies, gender mainstreaming in the strategy cycle was lax in the two countries. Poor policy translation from the international level, a lack of affirmative action in structural policies at the national level, and a lack of knowledge and competence on gender integration into national policies and programs were all cited as reasons for the low level of gender mainstreaming. The current study differs in that it's not a case study but a descriptive survey kind of study.

In Nigeria, Adeoti (2021) undertook an empirical study to determine the barriers to gender mainstreaming in the management of water resources at the river basin level.

The survey aimed to explore if the subsequent policies and legal frameworks guiding the operational mandates of the country's river basin development authority mainstreamed gender in their responsibilities and initiatives for managing water resources at the river basin level. The study's findings showed that gender mainstreaming and women's participation were not enshrined in Nigerian laws governing water resources management functions and programs, which posed a significant obstacle to gender mainstreaming in the work of the nation's river basin development authorities. The major water resources policy, legislative instruments, institutional policies, and arrangements of the river basin development authority all needed to be fundamentally changed to mainstream women in the country's water sector. However, while data for this study was extracted using a desk review of existing policy and legal documentation, the current study's data was obtained via interviews with human participants.

Similarly, as part of gender mainstreaming research, Kelly (2019) investigated the obstacles towards facilitators of ladies' engagement in governance in Nigeria. The study aimed to provide evidence regarding Nigerian women's participation in politics and governance, as well as the accompanying enablers and impediments. The study's findings showed that women's representation and participation in Nigerian politics and governance were insufficient. It was noted that while Nigeria's successive administrations had ratified international agreements and implemented national policies to increase the participation of women, little had been done to put those policies into practice. The absence of effective government action in terms of legal and administrative measures to encourage gender mainstreaming in the political arena was blamed for the poor engagement of women in governance and political issues. A possible solution to the low women's involvement in governance and politics in Nigeria

was advocating for affirmative action from the state. However, while this study adopted a qualitative data approach, the current study utilised a quantitative data approach.

Raji (2020) undertook a study that explored the perceptions of gender mainstreaming among men in Murang'a County, Kenya. Data for the survey was collected primarily through in-depth interviews and supplemented with data collected via case narratives and key informants. The outcomes of the survey uncovered that most of the surveyed men had negative perceptions of gender mainstreaming programs and projects especially those that were tailored only to women's empowerment. Most of the respondents did not express support for gender mainstreaming as they held the belief that it was biased towards improving the welfare of women while neglecting that of their male counterparts. The lack of a comprehensive gender mainstreaming strategy in the form of affirmative action policies was found to be a contributor to the masculinity crisis among men in the county. The study argued that latent male backlash towards gender relations and the reported masculinity crisis in the county could be potentially averted through the application of a more inclusive gender mainstreaming strategy. The current study expands on the scope of Raji's study through a review of factors challenging the implementation of gender mainstreaming in Kenya's devolved units.

Mwendwa (2019) investigated how gender mainstreaming affected women's involvement in the execution of county development projects in Kenya's Kilifi County. A total of 109 respondents were chosen from among employees of county government programs and members of NGOs. Data were evaluated using both descriptive and inferential statistics after they answered a standardised questionnaire. The study's results revealed that women's involvement in the execution of county development projects in Kilifi County was quite low, indicating significant gaps in the county's

efforts to mainstream gender issues. The study noted that though affirmative action-related laws and policies exist in the county's development projects policies, there was little action in adhering to these policies during the implementation of the county development projects. The study thus called for enforcement action on affirmative action policies and guidelines in the execution of development projects in the county. Rather than exploring the influence of gender mainstreaming, the current study focuses on factors challenging its implementation in the devolved units.

2.3 Theoretical Framework

Two theories guided this empirical investigation. These are feminist theory and social role theory.

2.3.1 Feminist Theory

Feminist theory has its origin in the writings of Mary Wollstonecraft between 1759 and 1797. She was a pioneer feminist writer in the liberal tradition. The concept of complete economic, political, and social equality of the sexes is known as feminism or feminist theory. The theory supports gender equality for both men and women (Allen, 2018). The foundation of feminist thought is the conviction that there are oppressive systems in place that operate against people. It contends that oppression is founded on how identities overlap, which can lead to exclusion and discrimination. The theory thus emphasises the notion that oppressive systems may be overturned to promote understanding and change through knowledge and action. Therefore, the theory contends that understanding, advocacy, and change can take place when power and oppression are recognized and challenged (Goulimari, 2020).

The following are the five basic principles on which the feminist theory is based: 1) Rather than merely talking about equality between the sexes, instead of working to

increase equality through action and change. Women's activists demand the need to push for change towards gender equity and not simply discuss it; 2) broadening the scope of human choice by providing men and women alike with the opportunity and freedom to cultivate their talents and interests, as opposed to the stereotypical ones; 3) gender stratification elimination including contradicting social and lawful standards that limit instructive, business and pay open doors for women; 4) finishing sexual violence against women and ultimately 5) advancing sexual opportunity and conceptive privileges for women - that is, the conviction that women ought to have command over their sexuality and proliferation (Finlayson, 2016; Meagher, 2019).

Significant supports for the feminist theory incorporate the way that it offers a reason for a superior understanding and goal of unjustifiable and harsh orientation relations in the public eye (Meagher, 2019); that it cultivates gender correspondence among people; that it makes it easier for women to work in fields that used to be dominated by men; and that it makes a society that is fair and healthy for everyone, men and women included (Roberts & Connell, 2016). The theory's main criticism is that it takes a woman-centred viewpoint hence it's largely female-oriented in turn ignoring perspectives of men on gender equality issues and rights issues unique to men (Mohajan, 2022). Others contend that women's rights overstate weaknesses endured by women in the public eye, that it empowers misandry and brings about harm or persecution of men (Ferguson, 2017), that it advances disintegrate the ion of cultural ethics and values especially those connecting with sexuality, marriage and family (Allen, 2018) and that it is a forswearing of natural mental sex contrasts and fills in as an endeavour to reinvent individuals against their organic propensities (Goulimari, 2020).

It is relevant to the current study since the aim of this theory is to permit the detection of how individuals interact within systems and perhaps to provide strategies to challenge and eliminate oppressive systems and institutions. To bring about constructive change and advance the pursuit of justice and equality for both sexes, feminists are interested in dismantling systems of power, oppression, and injustice or hurdles resulting from these systems.

2.3.2 Social Role Theory

A social psychological theory called the social role theory explains how social behaviour varies and is consistent between the sexes. In 1987, Alice H. Eagly created it. According to the hypothesis, social and biological factors interact to produce variations between men and women (Eagly, 2019). Its core premise is that social roles performed by men and women in society are the principal cause of differences and similarities and that physical differences, gender stereotypes, and socialization all have an effect on how men and women behave. The division of work is typically supported and maintained by the activities of men and women because of socialisation and the formation of gender roles. (Eagly, 2019). According to this hypothesis, social jobs are designed in such a way that women are more likely than men to be housewives, primary carers, and workers in the consideration economy. The majority of full-time jobs that involve physical strength, confidence, or leadership are held by males who are also the primary breadwinners in their families. (Eagly & Wood, 2016). Women are thought to act more cooperatively and with less intervention than males do (Bellitto, 2021). When persons are performing formal institutional roles, gender inequalities are more pronounced; otherwise, they are negligible or non-existent. According to this idea, efforts to achieve gender equality are hampered by societal ideology and status beliefs

that encourage social injustice based on an individual's gender and other traits (Egbert & Sanden, 2019).

The theory has drawn criticism for several reasons, including the fact that it promotes the idea of segmented rather than integrated occupations and places more emphasis on social conformity than challenging social policies (Layder, 2015). It has also been criticised for its incomplete depiction of the socialisation process. The concept of social roles has also drawn criticism for supporting generally held notions of how people should behave, express themselves, and interact with others (Biddle, 2013). Others have claimed that the theory falls short in explaining power dynamics, such as when people are coerced into acting in a certain way by others in positions of authority rather than fulfilling a role consensually (Jackson, 2018).

2.4 Summary of Literature and Gaps

Table 2.1 outlines the reviewed literature summary and the existing research gaps.

Table 2.1: Summary of literature gaps

Author & Year	Study Variables	Methodology	Findings	Gap to be filled
Oosthuizen et al. (2020)	Exploring factors that influence the mainstreaming of gendered energy interventions in poor urban environments: a structured literature review	Structured literature review under systematic review	Gaps in gender mainstreaming implementation in South Africa's energy sector remained	This was a systematic review study while the current study will be descriptive cross-sectional in nature
Mendum et al. (2018)	Challenges and Solutions for Gender Mainstreaming and Gender Integration in Research and Development	Prospective qualitative study design	GM was sub-optimal in the implementation of research and development programs and projects in refugee communities in southern and eastern Africa.	Study was prospective in nature, current study is cross-sectional in nature.
Ododa (2018)	Gender mainstreaming in secondary schools' boards of management in Kenya: A case study of Uriri Sub County, Migori County	Descriptive research design	There was low gender mainstreaming within the boards of management of secondary schools in Uriri Sub County.	While this study was done in public secondary schools, the current study will be done in one of the devolved governments.
Maheshwari & Nayak (2022)	Women leadership in Vietnamese	Exploratory qualitative research design	robust gender mainstreaming policies and	The current study will incorporate

	higher education institutions: An exploratory study on barriers and enablers for career enhancement		programs to support women's career advancement to leadership roles were lacking.	quantitative data approaches as well.
Mihrete & Bayu (2021)	Challenges and opportunities of gender mainstreaming strategy implementation in public sectors: The case of Women and Children Affairs Office, Bahir Dar City Administration, Amhara Region, Ethiopia	Descriptive research design	Patriarchal family structures were barriers to implementation of gender mainstreaming strategy in the country's public sector.	The current study will seek to validate the findings though in a local context
Kelkay (2022)	Gender Mainstreaming Challenges and Opportunities in Government Agencies in Selected Government Offices in Fogera District, Ethiopia	Case study design and qualitative research methods	There were limited tools and techniques for implementing gender mainstreaming in government agencies in the study area.	The study utilized qualitative research methods while the current study will utilize quantitative research methods.
Vyas-Doorgapersad & Bangani (2020)	The implementation of gender equality within the South African Public Service (1994–2019)	Theoretical study approach	There were significantly more women in lower management levels in South Africa's public service than they were in higher ranking	Current study deviates from this study as it will utilize data gathered from primary sources instead of

			management positions denoting considerable gaps in implementation of gender mainstreaming in the country's public service.	documentary sources
Adeoti (2021)	Barriers to mainstreaming gender in water resources management in Nigeria	Document review based on a legal and regulatory lens	Gender mainstreaming and women's participation in water resources projects and programmes in Nigeria was sub-optimal.	While this study utilized secondary data sources via a desk review, the current study will be based on primary data sources from human participants
Wafula (2016)	Factors influencing implementation of gender mainstreaming strategy in public secondary schools in Kenya: a case of Bungoma South Sub County	Descriptive survey research design	Implementation of the gender mainstreaming strategy in public secondary schools in Bungoma South Sub County was sub-optimal.	The current study will seek to validate these findings but in the context of county governments in the country.

Source: Researcher (2023)

2.5 Conceptual Framework

A conceptual framework is an illustrative diagram that shows the interaction between the studies. It portrays in a visual form the study's explanatory variable(s) as well as the explained variable, hence allowing prompt identification of the variables under review (Denscombe, 2014). The study has 3 explanatory variables which include education level, family structures and affirmative action. The implementation of gender mainstreaming constitutes the study's dependent variable. This is shown in Figure 2.1.

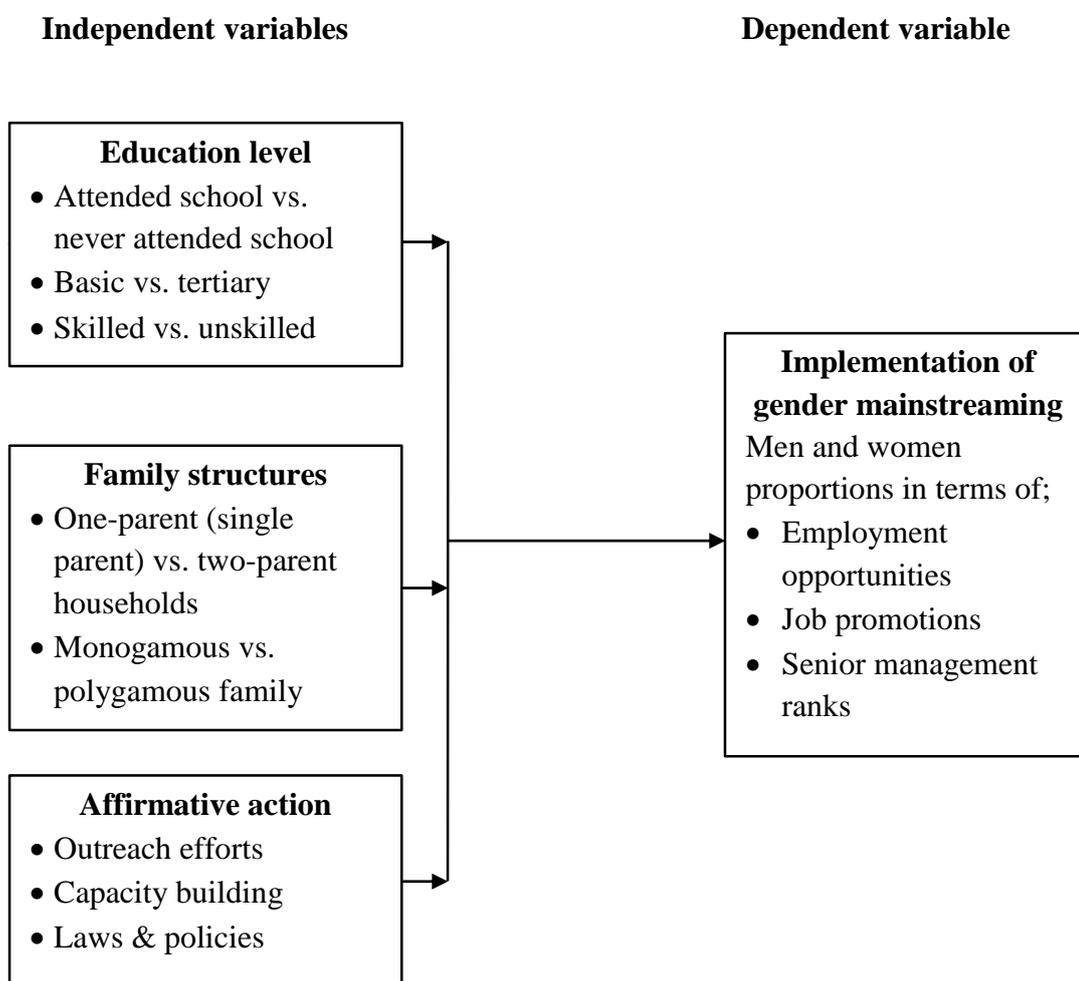


Figure 2.1: Conceptual Framework

Source: Researcher (2023)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology employed to undertake this investigation is outlined in the ensuing chapter.

3.2 Research Design

The study used a descriptive research strategy. Cooper and Schindler (2011), assert that descriptive research design offers a peek into the current state of its surroundings. This design aims to offer accurate information on behaviours, occurrences, and circumstances as they naturally occur. The design also attempts to deliver accurate results, ascertain whether there are connections between different attributes, infer perceptions, estimate the percentage of the unit in a particular environment and present the genuine features of phenomena or groups. This approach is favoured because it allows an objective description of the current situation to be given (Kothari, 2010).

3.3 Study Variables

Implementation of gender mainstreaming in Kajiado County is the study's dependent variable and its indicators were the proportions of men and women in the County Government of Kajiado in terms of employment opportunities, job promotions and senior management ranks. Education level, family structures and affirmative action constitute the study's independent variables. The indicators for education level include whether the participants attended school or not, hold basic or tertiary education and whether they are skilled or unskilled employees. The indicators for family structures include one-parent (single-parent) versus two-parent households and monogamous versus polygamous families while the indicators for affirmative action include outreach efforts, capacity building and laws and policies.

3.4 Site of the Study

Kajiado County was the site of this study. Located in the Rift Valley is Kajiado County. To the west is Narok County, to the north is Nairobi County, to the east is Makueni County, to the east is Taita-Taveta County, and to the south is Tanzania. It is 21, 871.1 square kilometres in size. Kajiado County has a population of 1,117,840, as per the 2019 Kenya Population and Housing Census. There are 25 electoral wards and 5 seats in the county. Beautiful plains, valleys, volcanic hills, and sparse vegetation in low-altitude regions are among the county's key physical characteristics. The amount of vegetation rises with altitude. The county is also one of Kenya's natural wildlife habitats. The main economic activities of the county include pastoralism, livestock herding, tourism and agriculture which is mainly done through irrigation and greenhouses due to the county's semi-arid nature. The county headquarters are at Kajiado though Ongata Rongai is its biggest town.

3.5 Target Population

This is the total population from which survey data was obtained (Mugenda & Mugenda, 2003). The population target for this survey comprised workers of the County Government of Kajiado, Kenya. The study targeted employees of 5 selected departments of the County Government of Kajiado stationed in the county headquarters. The 5 selected departments include Agriculture, Livestock Veterinary Services and Fisheries; Health Services and Public Health; Education and Vocational Training; Public Service, Administration and Citizen Participation and Gender, Social Services, Culture, Tourism and Wildlife. Based on current HR records of the county, there are 1,500 employees of the county working in the 5 selected departments in the County headquarters (HR Department, County Government of Kajiado, 2023). This

formed the study’s target population. The target population distribution is displayed in Table 3.1.

Table 3.1: Population distribution

Departments	Target population	Per cent
Agriculture, Livestock Veterinary Services & Fisheries	530	35.3
Health Services and Public Health	270	18.0
Education and Vocational Training	345	23.0
Public service, Administration and Citizen Participation	205	13.7
Gender, Social Services, Culture, Tourism and Wildlife	150	10.0
Total	1,500	100

Source: HR Records, Kajiado County Government (2023)

3.6 Sampling Technique and Sample Size

3.6.1 Sampling Technique

The study sample was chosen using stratified and simple random sampling. By giving each component of the population equivalent opportunities to be sampled, a stratified and simple random sampling procedure eliminated representative biases and helped to classify employees according to the departments in which they work. The stratified sampling method is useful, according to Mugenda and Mugenda (2003), for heterogeneous samples that must be categorised into distinct categories for easier analysis.

3.6.2 Sample Size

The survey sample size was 150 participants, which is 10% of the study's target population. Ten per cent of each department's employees were recruited to form the study sample. Kothari (2010) recommends that the sample size that fits to make inferences is in the range of 10% to 30% of the population targeted, which is adequate for statistical reporting. How the sample size was distributed among the selected departments of the County Government of Kajiado is outlined in Table 3.2.

Table 3.2: Sample size distribution

Departments	Target population	Multiplier factor	Sample size	Percent (%)
Agriculture, Livestock Veterinary Services & Fisheries	530	12	53	35.5
Health Services and Public Health	270	12	27	17.8
Education and Vocational Training	345	12	34	22.8
Public service, Administration and Citizen Participation	205	12	21	13.9
Gender, Social Services, Culture, Tourism and Wildlife	150	12	15	10.0
Total	1,500	12	150	100

Source: HR Records, Kajiado County Government (2023)

3.7 Research Instruments

This study employed a self-administered questionnaire as the research tool for gathering primary data. Both open and closed-ended questions were utilised in this research tool. Given its affordability and practicality in light of the population's size, the questionnaire was deemed the best approach for gathering data (Denscombe, 2014).

3.8 Pilot Study

The researcher performed a pilot study which involved 15 employees of the County Government of Kajiado (which represents 10% of the study sample size) and who were drawn from the departments of lands physical planning and urban development and trade, co-operatives and Enterprise Development from the County Government. Mugenda and Mugenda (2003) assert that 10% of the sample size was sufficient for the research tool's pilot testing. The pilot study aims to refine the research instrument by ensuring that the questions are well-designed, clear, and understood. Additionally, it aids in identifying any issues with the research tool that must be resolved before the primary study (Cooper & Schindler, 2011).

3.8.1 Validity

Validity is the degree to which a data collection tool measures accurately, soundly, and effectively what is supposed to measure (Mugenda & Mugenda, 2003; Kothari, 2010). The university supervisor's expert judgement was consulted to assess the research tool's validity to ensure that it assesses the intended outcomes and to check for content validity.

3.8.2 Reliability

This evaluation of a research tool determines whether it produces consistent results over several trials with identical measuring circumstances (Nsubuga, 2006). The internal

coefficient and reliability of the tool were evaluated using Cronbach's Alpha Coefficient. At a confidence level of $\alpha = 0.05$, the measure's acceptable value is 0.70.

Table 3.3: Reliability test results

Construct	Number of items in the scale	Scale reliability coefficient
Educational Level	6	0.88
Family Structures	6	0.76
Affirmative Action	6	0.74
Gender Mainstreaming Implementation	9	0.70

From Table 3.3 above, all the study constructs had a Cronbach's Alpha coefficient of above 0.7 (0.88, 0.76, 0.74 and 0.70), an indication that educational level, family structures, affirmative action, and gender mainstreaming constructs were reliable and so the research tool could be used in the actual data collection.

3.9 Data Collection Procedure

The approach for gathering data involved securing the necessary approvals from Kenyatta University, NACOSTI, and the County Government of Kajiado for the conduct of the study. Before the individuals took part in the study, their informed consent was requested and confirmed. To allow participants enough time to comprehend and respond to the research tool's questions and to guarantee a good and acceptable response rate, the researcher dropped and then picked up the research tool after two weeks.

3.10 Data Analysis and Presentation

Data was coded and divided into groups after collection to facilitate analysis. The SPSS (Statistical Package for Social Sciences) was utilised to examine the quantitative

information acquired from closed-ended questions through descriptive statistics, and the results were presented as percentages, frequencies, means, and standard deviations. The results of the investigation were displayed in tables and figures as necessary.

The study also used multiple linear regression analysis to check whether the variables under investigation were related. Regression analysis, as per Mugenda and Mugenda (2003), enables the determination of the change in the dependent variable when one of the independent variables changes while the other variables are kept constant. Regression analysis's capacity to show how changes in the independent variables affect the dependent variable and show the nature of the relationship between the research variables are its two main advantages, according to Kothari (2010).

Below is the regression model for this study;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where;

Y = Implementation of gender mainstreaming (the dependent variable)

β_0 = constant

X_1 = Education level

X_2 = Family structures

X_3 = Affirmative action

$\beta_1 - \beta_3$ = Beta coefficients of independent variables

ε = error term

The significance of the regression model was evaluated using the F statistic at a 95% level of confidence, and the significance of the regression estimators was evaluated using the t statistic.

3.11 Ethical Considerations

The researcher received approvals and permission from Kenyatta University and Kajiado County Government to perform the study. Additionally, a NACOSTI permit was acquired. The survey participants provided informed consent before engaging in the research. They were also briefed on the purpose of the study and well-informed about the ethical principles guiding it before their participation. It was emphasised that participation was entirely voluntary and anyone could withdraw without any repercussions at any point during data collection. The respondents' engagement was entirely of their own volition. The collected data was handled confidentially and exclusively for academic purposes. Five years after the study year, all data and other research materials will be securely destroyed.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter outlines the research findings including the demographic characteristics of the participants, descriptive findings for each of the study objectives and inferential analyses. Additionally, the segment offers an elaborate discussion of this empirical enquiry's outcomes derived from these analyses.

4.2 Response Rate

The response rate quantifies the percentage of invited participants who fulfilled the survey requirements in comparison to the overall number of respondents. The feedback level for this empirical enquiry is detailed in Table 4.1.

Table 4.1: Response rate

	Frequency	Percentage
Duly filled	150	100
Partially filled	0	0
Expected count	150	100

Source: Research Data (2023)

The survey's response rate was 100% which means that the 150 targeted participants completed the survey fully. None of the participants partially filled out or failed to fill out the research tool. The relatively high response rate suggests that the adopted sample adequately represented the targeted population of interest. This was enhanced by doing follow-ups and timeline extensions so that the unfilled questionnaires could be completed by the respondents. The proportion of responses obtained was deemed satisfactory and representative, aligning with the recommendation put forth by Mugenda and Mugenda (2003) that a minimum feedback level of 50% is satisfactory

for evaluation and reporting, 60% is regarded as acceptable, and 70% or higher is regarded as exceptional.

4.3 Demographic Characteristics of the Respondents

Results on the personal characteristics of those who responded about their gender, age, extent of educational qualification, marital status, religion, and duration served are provided in Table 4.2.

Table 4. 2: Respondents’ demographic characteristics (n = 150)

		Frequency	Percentage
Gender	Male	95	63.3
	Female	55	36.7
Age	18 - 29 years	39	26
	30 - 39 years	75	50
	40 - 49 years	28	18.7
	50 years and above	8	5.3
Educational level	Primary level	0	0
	Secondary level	3	2
	College level	75	50
	University level	72	48
Marital status	Single	45	30
	Married	96	64
	Separated/Divorced	5	3.3
	Widowed	3	2
Religion	None	1	0.7
	Christian	146	97.3
	Islam	3	2
Period worked	1 - 5 years	81	54
	6 - 10 years	69	46

Source: Research Data (2023)

In terms of gender, most (63.3%) of those who responded were male while 36.7% were female. This signified that study participants were male and female employees of the county Government of Kajiado, though male were dominant. Similarly, in a gender mainstreaming study in Kenya by Ododa (2018), more male than female respondents took part. Similar observations were made in studies by Kirima (2019) and Howland *et al.* (2021) in which the male participant count exceeded that of the female participant count.

On the respondents' age, half (50%) of the respondents were aged 30 - 39 years, 26% were aged 18 - 29 years while 18.7% of the respondents were aged 40-49 years. A small number (5.3%) of the respondents were aged 50 years and above. This signified that the majority of the respondents were relatively young and middle-aged employees of the County Government of Kajiado. The findings are similar to those of Mwendwa (2019) in whose study majority of the participants were aged below 50 years. Similarly, in studies by Kirima (2019), Mihrete *et al.* (2021) and Kelkay (2022), the majority of the respondents were young and middle-aged adults.

On the respondents' education level, a significant proportion of those who responded had tertiary-level education which accounted for 50% of the respondents, 48% had university-level education while a small percentage of the respondents had secondary-level education (2%). None of them had primary-level education. The findings imply that the majority of the respondents had a sound educational background hence capable of responding to the study tool. Likewise, in studies by Maheshwari and Nayak (2022) and Levine *et al.* (2020), most of those who took part did hold tertiary education while participants in Kelly (2019) study were also reported as having a sound education background.

On the respondents' marital status, results demonstrated that the majority (64%) of the respondents were married, 30% were single, 3.3% were separated/divorced and only 2% of the respondents were widowed. This signified that most of the study respondents were married though a significant proportion was single. Likewise, majority of the respondents in the study by Adeoti (2021) were also married. Similar observations were also made in studies by Akala (2019) and Oosthuizen et al. (2020) in which most of those who took part indicated that they were married.

Regarding their religious affiliation, majority (97.3%) of the respondents were Christians, 2% were Muslims while 0.7% of the respondents said they did not belong to any religion. This showed that majority of the study respondents were Christians by religion. In studies by Kirima (2019) and Ododa (2018), majority of the participants were also Christians, with a similar observation, on majority of the respondents being Christians, also reported in studies by Adeoti (2021) and Howland et al. (2021). In contrast, most of those who participated in the study by Mihrete and Bayu (2021) were Muslims.

Lastly, on the period the respondents had worked in their work posts, most (54%) of the respondents had worked for 1-5 years while the remaining 46% of the respondents had worked in their work stations for 6-10 years. This signified that the study respondents had served in their work posts for a considerable duration. In their study Vyas-Doorgapersad and Bangani (2020) also noted that majority of the participants had served in their entity for several years while Wafula (2016) and Mwendwa (2019) also reported that most of the participants in their studies had also worked in their respective organizations for a considerable period.

4.4 Descriptive Statistics

In this section, the researcher collected responses from the respondents on study constructs using a 5-point Likert scale. The study constructs were family structure, education level, affirmative action and gender mainstreaming in Kajiado County. The responses were interpreted according to the study constructs and the average response (mean) and standard deviation were presented, interpreted and discussed. The Likert scale ranged from 1 (strongly disagree) to 5 (strongly agree), and the responses were analysed using descriptive statistics.

4.4.1 Education Level

The respondents were required to give their level of agreement on the following six statements relating to education level and gender mainstreaming. The results are shown in Table 4.3.

Table 4. 3: Descriptive statistics on the level of education

Statements on the educational level	Mean	SD
The girl child in this county are offered inadequate educational opportunities compared to the male child	3.3743	1.10626
In this county, at all levels of education, girls are much more likely to drop out of school than boys	3.7953	.96965
Greater emphasis is placed on the education of boys than girls in this county	3.2047	1.04554
There is a lack of commitment to women's empowerment through capacity building, training and knowledge dissemination	2.9532	1.03930
Few opportunities exist to educate people on gender mainstreaming in this county	3.3801	1.03552
Existing educational frameworks fall short of advancing a gender equality perspective in all learning opportunities	2.9357	1.06355

Source: Research Data (2023)

From Table 4.3 above, the respondents were neutral on whether the girl child was offered inadequate educational opportunities compared to the male child in their county (mean = 3.3743, SD = 1.10626) and on whether greater emphasis was placed on the education of boys than girls in the county (mean = 3.2047, SD = 1.04554). The respondents were also neutral on whether there was a lack of commitment to women's empowerment through capacity building, training and knowledge dissemination (mean = 2.9532, SD = 1.03930); on whether few opportunities existed to educate people on gender mainstreaming in their county (mean = 3.3801, SD = 1.03552) and whether existing educational frameworks advanced a gender equality perspective in all learning opportunities (mean = 2.9357, SD = 1.06355). However, the respondents seemed to agree with the view that, in their county, girls were more likely than boys to drop out of school at all levels of education (mean = 3.7953, SD = 0.96965).

Further, the respondents were asked to identify what contributed to the education level challenges which impeded implementation of gender mainstreaming in Kajiado County. From their responses, the various attributes related to education level which hindered the effective implementation of gender mainstreaming in Kajiado County included insufficient educational infrastructure including shortage of qualified teachers, inadequate classrooms and long distances to schools; high levels of household poverty affecting access to education; retrogressive deeply entrenched cultural and traditional customs and beliefs such as female genital mutilation (FGM), teenage pregnancies, early marriages, traditional gender roles and gender-based stereotypes, moranism (initiation rites), and nomadic lifestyle contributing to school drop outs and limited educational opportunities for affected girls and boys; adverse environmental factors such as recurrent droughts and famine which made it difficult for children to attend school regularly; gender discrimination, especially against girls, which in turn deterred

them from pursuing education; lack of or low parental involvement in their children's education where some parents not prioritising their children's education and low appreciation of the value of education and negative attitudes towards schooling among some communities. The findings implied that education level constraints challenged implementation of gender mainstreaming in Kajiado County.

The results agreed with those of Oosthuizen *et al.* (2020) who in a study exploring attributes that influenced the mainstreaming of gender in energy projects in poor urban settings in South Africa reported that gender mainstreaming faced significant obstacles due to insufficient educational opportunities and a lack of commitment to women's empowerment through capacity building, training, and knowledge sharing. Similarly, in a study undertaken in Kenya focusing on gender mainstreaming in boards of management (BOM) of secondary schools, Ododa (2018) established that low education backgrounds among women compared to men was a factor that contributed to their underrepresentation in BOM appointments. Mendum *et al.* (2018) in a study exploring gender mainstreaming in eastern and southern Africa also observed that incorporation of a gender equality perspective was mostly subpar in the two regions. They also established that low education levels among women in the host communities within which the programs and projects were being implemented had a significant adverse effect on the integration of gender mainstreaming in the programs and projects implementation. Wafula (2016) also attributed the sub-optimal implementation of gender mainstreaming in Kenya's public secondary schools to low education level of some key stakeholders, high poverty levels among households and lack of emphasis on girls' education in some parts of the county.

4.4.2 Family Structures

Respondents' perception of the influence of family structures on gender mainstreaming was sought using six statements related to family structures. The results are shown in Table 4.4.

Table 4. 4: Descriptive statistics on family structure

Statements on family structure	Mean	SD
There are deeply entrenched social-cultural norms and traditions on gender roles that favour men over women in this county	3.3918	1.14980
Patriarchal family structures constitute a leading barrier to gender mainstreaming in this county	3.2632	3.37217
Highly patriarchal societal norms and traditions combined with gendered economic and household inequalities form leading barriers to gender mainstreaming in this county	3.0409	1.20468
Family-level support serves an essential role in advancing women, educationally, socially and economically	3.3860	1.00740
To promote gender equality, there is a need for changes in gendered social roles right from the family level	3.6959	1.04653
Male-led households experience social, cultural and economic advantages over female-led households in this county	3.1111	1.20022

Source: Research Data (2023)

Table 4.4 above indicates the participating responders were neutral on whether there were deeply entrenched social-cultural norms and traditions on gender roles that favoured men over women in their county (mean=3.3918, SD=1.14980); patriarchal family structures constituted a leading barrier to gender mainstreaming in their county (mean=3.2632, SD=3.37217); highly patriarchal societal norms and traditions together with gender oriented economic alongside domestic disproportions formed leading barriers to gender mainstreaming in their county (mean=3.0409, SD=1.20468); family-

level support played a critical role in the advancement of women, educationally, socially and economically (mean=3.3860, SD=1.00740) and that male-led households experienced social, cultural and economic advantages over female-led households in their county (mean=3.1111, SD=1.20022). However, the respondents indicated agreement with the view that to promote gender equality, there was a need for changes in gendered social roles right from the family level (mean=3.6959, SD=1.04653).

Further, the respondents were requested to identify measures which could be taken to address the family structures challenges that impeded the implementation of gender mainstreaming in Kajiado County. From their responses, key measures that should be adopted to address the family structures related challenges to gender mainstreaming implementation in the county included promoting gender equality, gender balance and equal access to opportunities for all without gender prejudice; placing emphasis on the value of education, promoting girl child education and transforming the society through education, mentorship and awareness programs; fostering open communication with community leaders on family-related matters to promote and uphold positive values; eradicating cultural practices that promote gender inequality and hinder family progress such as domestic violence, child abuse and neglect, traditional gender roles that disadvantage girls and women and early marriages; encouraging community-based initiatives that support and empower women and that also advance healthy family structures; implementing economic empowerment programs and activities to alleviate poverty and strengthen family livelihoods and particularly among the highly vulnerable such as poor families, single mothers and orphaned children and providing positive mechanisms for conflict resolution within families. The findings implied that fostering positive family structures can help promote gender mainstreaming in the communities in Kajiado.

The results affirmed those by Vyas-Doorgapersad and Bangani (2020) who in a gender mainstreaming study conducted in South Africa reported that effective implementation of gender mainstreaming in the country was hampered by patriarchal family structures and norms. They noted that the country's highly patriarchal societal norms and traditions and family-level structures favoured men for higher managerial positions over women. Similarly, in an enquiry performed in Vietnam, Maheshwari and Nayak (2022) observed gaps in gender mainstreaming in leadership positions within the country's institutions of higher learning and which they attributed to social-cultural norms and traditions on gender roles and patriarchal structures which favoured men's ascendancy to top leadership positions over their female counterparts. Kelkay (2022) in a study performed in Ethiopia examining gender mainstreaming implementation in the country also identified patriarchal family structures as being significant barriers to the effective integration of gender mainstreaming in allocation of opportunities in surveyed Government entities. Similarly, studies by Kelly (2019) in Nigeria and Mihrete and Bayu (2021) in Ethiopia also attributed dismal implementation of gender mainstreaming in the two countries' public sectors to patriarchal family structures which disadvantaged women while rewarding their male counterparts.

4.4.3 Affirmative Action

Respondents' perception on six statements regarding influence of affirmative actions on gender mainstreaming in the county was sought. Results appear as demonstrated in Table 4.5.

Table 4.5: Descriptive statistics on affirmative action

Statements on affirmative action	Mean	SD
Gender issues have not attained the right prominence in the county policies, programs and projects	3.0117	1.20776
There's a lack of knowledge and capacity for gender integration into county policies and programs	2.8596	1.22386
There is a need to put into action already existing affirmative action laws in the county's policies, programs, projects and activities	4.0175	.97301
Latent male backlash towards affirmative action and gender equality issues serves as a leading barrier to gender mainstreaming in this county	3.1287	1.08782
There is a need to integrate a gender equality perspective in all county policies, programs and projects	4.0117	.94551
Greater emphasis on outreach efforts and capacity building on gender mainstreaming is needed in this county	4.0409	.91624

Source: Research Data (2023)

From Table 4.5 above, the respondents were in agreement with the views that there was a need to put into action already existing affirmative action laws in the county's policies, programs, projects and activities (mean=4.0175, SD= 0.97301); there was a need to incorporate gender equality viewpoints in entire county policies, programs and projects (mean=4.0117, SD=.94551) and that greater emphasis on outreach efforts and capacity building on gender mainstreaming was needed in the county (mean=4.0409, SD=0.91624). However, the respondents were generally neutral on views that gender issues had attained the right prominence in the county policies, programs and projects (mean=3.0117, SD=1.20776); there was a lack of knowledge and capacity for gender integration into county policies and programs (mean=2.8596, SD=1.22386) and that

latent male backlash towards affirmative action and gender equality issues served as a leading barrier to gender mainstreaming in their county (mean=3.1287, SD=1.08782).

Further, the respondents were requested to identify measures which could be adopted to address the affirmative action challenges that impeded the realization of mainstreaming of gender within Kajiado County. From offered responses, some of the key interventions that could help in addressing the affirmative action hurdles impeding implementation of gender mainstreaming in the county included ensuring full enforcement of existing affirmative action laws and policies while also incorporating gender balance, equality and equity perspectives in all county policies including job opportunities and promotions; educating communities on the importance of gender inclusivity in all county activities; increasing awareness among county employees on the significance of affirmative actions, rules, laws and policies and integrating gender mainstreaming into the county projects and budget processes which could be achieved through training and capacity building for county employees regarding the importance of affirmative action; greater recognition and appreciation of women's roles in the society alongside promoting their engagement in making decisions at higher ranking levels in the county's leadership; fostering an open-minded atmosphere and reinforcing policies to safeguard the rights of all genders and promoting accountability in affirmative action implementation and eradication of cultural beliefs and norms that perpetuate gender bias and inequities. The findings therefore demonstrated that fostering affirmative action could help advance gender mainstreaming in Kajiado County.

Results fell in line with ones of Howland *et al.* (2021) who in a gender mainstreaming study conducted in Honduras and Guatemala attributed the low implementation of

gender equality policies within the two countries to inadequate affirmative action laws in the countries' policies at the national and sub-national levels. Similarly, in Nigeria, Adeoti (2021) reported that low enforcement of affirmative action legal provisions was a significant obstacle to gender mainstreaming implementation in the country's river basin development authorities. Raji (2020) in a study on perceptions of gender mainstreaming among men in Murang'a County, Kenya also reported that most of the surveyed men had negative perceptions of gender mainstreaming programs and projects especially those that were tailored only to empowering of women. The lack of a comprehensive gender equality tactics in the form of affirmative action policies was found to be a contributor to the masculinity crisis among men in the county. Kelly (2019) in a Nigerian study also opined that the state should advocate for affirmative action programs as a possible solution to the low women's involvement in governance, gender mainstreaming included. Mwendwa (2019) also noted that women's involvement in the execution of county development projects in Kilifi County was quite low, indicating significant gaps in gender mainstreaming efforts in the county and which was attributed to low adherence to existing affirmative action related laws and policies in implementation of the county's development projects and policies.

4.4.4 Gender Mainstreaming Implementation

Gender mainstreaming was abstracted using three sub-constructs (employment opportunity, job opportunity and senior management ranks). Respondents' perception was sought using three statements for each sub-construct. Derived outcomes appear as highlighted in Table 4.6.

Table 4. 6: Descriptive statistics on gender mainstreaming implementation

Statements on Gender Mainstreaming Implementation	Mean	SD
Employment opportunities		
Employment opportunities within your county government are equitable for both men and women.	2.8407	.78947
Gender-specific recruitment or training programs promote gender balance within your county government.	2.8226	.93196
Gender-based impartiality in recruitment processes within your county government is observed.	3.0027	.86019
Job promotions		
Job promotions within your county government are accessible to both men and women.	3.2787	1.14855
Policies/initiatives aimed at promoting gender equity in job promotions within your county government.	3.0348	.71014
Your county government actively address barriers to gender-based job promotions	3.1262	1.27193
Senior management ranks		
The composition of senior management ranks within your county government is diverse concerning gender.	3.1700	1.20837
Initiatives/policies aimed at achieving gender diversity in senior management positions within your county government.	2.8946	.79265
Your county government actively addresses gender-related biases or stereotypes in senior management appointments and decision-making processes.	3.1929	1.15267
Gender mainstreaming implementation	3.0404	.34418

Source: Research Data (2023)

From Table 4.6 above, employment opportunities within the county government were not equitable for both men and women (mean=2.8407, SD=.78947), gender-specific recruitment or training programs did not promote gender balance within the county

government (mean=2.8226, SD=.93196) and gender-based impartiality in recruitment processes within county government is not observed (mean=3.0027, SD=.86019).

Regarding job opportunities, the respondents portrayed a neutral stand on whether; job promotions within the county government were accessible to both men and women (mean=3.2787, SD=1.14855), policies/initiatives aim at promoting gender equity in job promotions within the county government (mean=3.0348, SD=.71014) and whether the county government actively address barriers to job promotions that are gender based (mean=3.1262, SD=1.27193).

On senior management ranks, the composition of senior management ranks within the county government was not diverse concerning gender (mean=3.1700, SD=1.20837), initiatives/policies do not aim at achieving gender diversity in senior management positions within the county government (mean=2.8946, SD=.79265) and the county government does not actively address gender-related biases or stereotypes in senior management appointments and decision-making processes (mean=3.1929, SD=1.15267). On average, gender mainstream implementation was neutral (mean=3.0404, SD=.34418).

Further, a summary of data associated with the putting into action of mainstreaming of gender in the County Government of Kajiado, over three years, specifically in the areas of employment opportunities, job promotions and senior management ranks is depicted in Table 4.7.

Table 4. 7: Gender mainstreaming implementation

Parameters	2017	2018	2019
Employment opportunities	11,201	17,650	21,999
Job Promotions (<i>that took gender mainstreaming into account</i>)	984	1,342	1,998
Senior management ranks (<i>that took Gender Mainstreaming into account</i>)	2,212	2,598	3,330

Source: Research Data (2023)

In 2017, there were 11,201 employment opportunities created. In 2018, this number increased to 17,650. By 2019, it further increased to 21,999 employment opportunities. On job promotions, in 2017, 984 job promotions took gender mainstreaming into account. In 2018, this number increased to 1,342, by 2019, it further increased to 1,998 job promotions with a gender mainstreaming focus.

For senior management ranks, in 2017, 2,212 individuals reached senior management ranks with gender mainstreaming considerations. In 2018, this number increased to 2,598, and by 2019, it further increased to 3,330 individuals in senior management positions with a gender mainstreaming perspective.

The findings demonstrated that there was progress made in implementing gender mainstreaming across the three years in Kajiado County showcasing the increasing focus on gender equality and inclusivity within aspects of employment and career development in the county. In contrast, studies by Vyas-Doorgapersad and Bangani (2020) in South Africa; Adeoti (2021) in Nigeria and Kelkay (2022) in Ethiopia showed very low progress in gender mainstreaming implementation in the countries public sectors.

4.5 Inferential Statistics

4.5.1 Correlation Analysis

Before proceeding with the multiple regression analysis modelling, the researcher investigated the existence of a connection between the explained attribute and the explanatory attributes. The correlation between these variables was summarised in Table 4.8.

Table 4. 8: Correlation of variables

Variables	Education level	Family structure	Affirmative action	Gender M. implementation
Education level	1.000			
Family structure	0.3046 (0. 8555)	1.0000		
Affirmative action	0.2721 (0. 6970)	0.1556 (0. 0422)	1.0000	
Gender mainstreaming implementation	-0.0300 (0. 0003)	-0.0140 (0. 0001)	0.1280 (0.001)	1.0000

Source: Research Data (2023)

The correlation matrix in Table 4.8 above signifies that education level had a correlation coefficient of -0.03, indicating a weak negative correlation with gender mainstreaming implementation. This means that an improvement in education level is associated with a slight decrease in gender mainstreaming implementation, holding other variables constant. Likewise, the family structure had an association coefficient of -0.014, depicting weak unfavourable correlation with gender mainstreaming implementation. On the other hand, affirmative action with an association coefficient of 0.128 indicated a moderate favourable connection with gender mainstreaming implementation. This

means that an increase in affirmative action is associated with a moderate increase in gender mainstreaming implementation, holding other variables constant.

4.5.2 Multiple Linear Regression Model Estimation

Multiple regression analysis was utilized to examine the relationship between the independent variables (education level, family structures and affirmative action) and the dependent variable (gender mainstreaming) in Kajiado County. The study therefore assessed the research hypotheses that: 1) educational level did not affect the implementation of gender mainstreaming in the County government of Kajiado; 2) family structure did not affect the implementation of gender mainstreaming in the County government of Kajiado and 3) affirmative action did not affect the implementation of gender mainstreaming in the County government of Kajiado.

This study modelled a multiple regression to examine the null hypotheses that pertain to educational level, family structure, affirmative action, and gender mainstreaming implementation in the County government of Kajiado. The regression model output presents the model summary statistics, analysis of variance (ANOVA) F statistics and associated p value, and the respective beta coefficient values, as depicted in Table 4.9 below.

Table 4. 9: Multiple linear regression results

	β	SE	t-value	p-value	Sig
Education level	-.038	.014	-2.79	.033	**
Family structures	-.007	.002	-3.21	.031	**
Affirmative action	.073	.026	2.86	.005	**
Constant	2.932	.183	16.04	0	***
R-squared	0.021	Number of observations (N)		150	
F-test	11.205	Prob > F		0.010	
Akaike crit. (AIC)	125.20 6	Bayesian crit. (BIC)		137.773	
*** $p < .01$, ** $p < .05$, * $p < .1$					
Dependent variable: Gender mainstreaming					

As illustrated in Table 4.9 above, the linear relationship between gender mainstreaming implementation and educational level, family structure, and affirmative action variables was significant (F statistics= 11.205, associated p value=0.010). The linear relationship is as in the equation below.

$$Y = 2.932 - 0.038X_1 - 0.007X_2 + 0.073X_3$$

Where;

Y = Implementation of gender mainstreaming (the dependent variable)

β_0 = constant

X_1 = Education level

X_2 = Family structures

X_3 = Affirmative action

In terms of the objectives, the study investigated how educational affected the implementation of gender mainstreaming in the county government of Kajiado. From

the results in Table 4.11 above, the study rejected the null hypothesis that educational level did not affect the implementation of gender mainstreaming in the County government of Kajiado. The rejection of the null hypothesis implies that educational level did affect the implementation of gender mainstreaming in the County government of Kajiado. As to the extent of effect (on the “how”), a percentage improvement in the educational level of the workers of the County Government of Kajiado will lead to a 3.8% decline in gender mainstreaming implementation in Kajiado county government. This observation is contrary to the conventional argument that educational advancements are likely to propel gender mainstreaming implementation. The findings are in contrast to those of Ododa (2018) and Moghadam (2017) which reported a significant positive association between education and gender mainstreaming efforts. Studies by Mihrete and Bayu (2021) and Kelly (2019) also supported the view that enhanced education levels were an enabler to gender mainstreaming implementation.

For the second objective, the study endeavoured to establish how family structures affected the implementation of gender mainstreaming in the county government of Kajiado. From the results in Table 4.11 above, the study rejected the null hypothesis that family structures did not affect the implementation of gender mainstreaming in the County government of Kajiado. The rejection of the null hypothesis implies that family structures did affect the implementation of gender mainstreaming in the County government of Kajiado. As to how family structures affected the implementation of gender mainstreaming, a per cent improvement in the family structure of the workers of the County Government of Kajiado will also lead to a subtle (0.7%) decline in gender mainstreaming implementation in Kajiado county government. The findings were in agreement with those of Mwendwa (2019) who also established that patriarchal family structures had a significant negative effect on implementation of gender mainstreaming.

Similarly, Maheshwari and Nayak (2022) argued that patriarchal family structures indeed helped to perpetuate gender inequality and inequity in societies. Studies by Kelly (2019), Adeoti (2021) and Howland *et al.* (2021) also identified patriarchal family structures as being a significant barrier to successful implementation of gender mainstreaming in numerous settings.

In the third objective, the study examined the extent to which affirmative action affected the implementation of gender mainstreaming in the county government of Kajiado. From the results in Table 4.11 above, the study also rejected the null hypothesis that affirmative action did not affect the implementation of gender mainstreaming in the County government of Kajiado. The rejection of the null hypothesis implies that affirmative action did affect the implementation of gender mainstreaming in the County government of Kajiado. As to the extent of affirmative action's effect on the implementation of gender mainstreaming, a per cent increase in affirmative action by the County Government of Kajiado, will lead to a (7.3%) increase in gender mainstreaming implementation in Kajiado county government. This denoted that affirmative action had a positive effect on implementation of gender mainstreaming in Kajiado County. Similar observations were made in studies by Oosthuizen *et al.* (2020) and Rawłuszko (2019) who also established that affirmative action was a significant positive determinant of successful implementation of gender mainstreaming policies and initiatives. Similar views were shared by Kelly (2019), Maheshwari and Nayak (2022) as well as Vyas-Doorgapersad and Bangani (2020) who also cited that affirmative action was an enabler for effective implementation of gender mainstreaming.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents key highlights of results in chapter four, conclusions concerning the objectives alongside implications of the findings to theory, practice and policy. Further, the chapter provides recommendations and possible areas of focus for future research. Section 5.1 below presents the synopsis of the research findings.

5.2 Summary of the Findings

This study investigated the socio-demographic factors and implementation of gender mainstreaming in Kajiado County, Kenya. Specifically, the study delved into determining how educational level, family structures and affirmative action challenged the implementation of gender mainstreaming in the County government of Kajiado, Kenya. The study adopted a descriptive research design and targeted employees of 5 selected departments of the County Government of Kajiado stationed in the county headquarters. There were 1,500 employees of the county working in the 5 selected departments in the County headquarters, out of which a sample of 150 respondents was drawn. Questionnaires were used to collect data.

The study realised a response rate of 100% after conducting follow-ups so that the unfilled questionnaires could be completed by the Kajiado County workers. In terms of gender, most of the respondents were male as compared to female, were aged between 30 to 39 years, had on average a college-level education, and were married. On their religious affiliation, most of the respondents were Christians. In terms of the period the respondents had worked in their current workstations, the majority had worked for between 1 to 5 years.

In the descriptive analysis, the respondents were neutral that education level, family structures, and affirmative action affected the implementation of gender mainstreaming in the County Government of Kajiado. An indication that the County workers of Kajiado could not tell whether education level, family structures, and affirmative action affected the implementation of gender mainstreaming in Kajiado. From the inferential analysis, three hypotheses were tested and then a multiple linear regression was developed to link the educational level, family structure, and affirmative action to the dependent variable (implementation of gender mainstreaming in Kajiado). On the first objective the null hypothesis developed was rejected, implying that educational level did affect the implementation of gender mainstreaming in the County government of Kajiado.

Likewise, on the second objective, the null hypothesis was also rejected, implying that family structure also affected the implementation of gender mainstreaming in the County government of Kajiado. Further, on the third objective, the null hypothesis was rejected, implying that affirmative action did affect the implementation of gender mainstreaming in the County government of Kajiado. As such, all three predictor variables were statistically significant in influencing the implementation of gender mainstreaming in the County government of Kajiado. Affirmative action did affect positively the implementation of gender mainstreaming in the County government of Kajiado. However, educational level and family structures did affect negatively the implementation of gender mainstreaming in the County government of Kajiado.

5.3 Conclusion

The current study sought to identify socio-demographic factors and implementation of gender mainstreaming in Kajiado County, Kenya. The specific objectives encompassed

determining how educational level, family structures and affirmative action affected the implementation of gender mainstreaming in the County Government of Kajiado, Kenya.

For the first objective, the study determined how education level affected the implementation of gender mainstreaming in the County Government of Kajiado. Study findings demonstrate that the current educational level had a negative and significant effect on the implementation of gender mainstreaming. As such, this enquiry infers that educational level had a negative and noteworthy effect that challenged the putting into practice of mainstreaming of gender in the County government of Kajiado, Kenya.

As for the second objective, the empirical enquiry investigated how family structures affected gender mainstreaming implementation in Kajiado County's governing authority. Study findings demonstrated that current family structures had a negative and significant effect that impeded realization of the gender equality perspective in the county. As such, this enquiry infers that family structures had a negative and noteworthy effect that challenged the realization of mainstreaming of gender in Kajiado's governing authority.

The third objective examined the extent to which affirmative action affected the accomplishment of mainstreaming of gender in the County Government of Kajiado. Derived findings demonstrated that affirmative action had a positive and significant effect that challenged successful realization of gender mainstreaming. As to the question of the extent of effect, affirmative action leads to a 7.3% improvement in gender mainstreaming implementation in the Kajiado County government. As such, this empirical enquiry asserts that affirmative action had favourable and consequential

effect that challenged the accomplishment of gender mainstreaming in the County government of Kajiado, Kenya.

Overly, the negative effect of educational level both from the reviewed literature and the current study findings demonstrates a gap that still exists in the Kenyan context. The negative correlation has in the past been linked to gender mainstreaming in different Kenyan contexts and has also been confirmed in this study in Kajiado.

5.4 Recommendations

Recommendations offered are outlined as follows;

5.4.1 Recommendations for Knowledge

There is need for a more in-depth examination of the particular education level, family structures and affirmative active related factors that either impede or facilitate implementation of gender mainstreaming.

5.4.2 Recommendations for Policy

Policymakers should consider instituting policies that address the negative effects of education level and family structures on gender mainstreaming implementation. Such may include implementing educational reforms that are more inclusive and supportive of gender equality, enhancing gender equality awareness programs within educational institutions and fostering healthy family structures that promote gender equality and inclusivity from the household level. Further, policymakers need to focus on enhancing the application of affirmative action policies and initiatives that have proven effective in improving gender mainstreaming.

5.4.3 Recommendations for Practice

From a practical perspective, organisations and institutions involved in gender mainstreaming efforts need to prioritise capacity-building initiatives to address awareness challenges around the gender mainstreaming concept. Training programs and awareness campaigns can be designed to bridge the educational gap and promote gender mainstreaming among employees. Further, Practical strategies such as community outreach programs and awareness campaigns can be utilised to involve families in gender mainstreaming efforts. In addition, organisations can focus on integrating affirmative action principles into their practices and policies to actively promote gender mainstreaming which may involve the development of clear guidelines and monitoring systems to ensure that affirmative action initiatives are effectively implemented.

5.5 Future Study Focus

Researchers are encouraged to conduct further studies that delve into the specific aspects of education that influence gender mainstreaming. Researchers can conduct impact assessments to evaluate whether policy changes alongside efforts aiming at addressing gender mainstreaming challenges are effective. Comparative studies with other counties or regions can help in identifying valuable lessons and workable solutions which could be utilized to improve gender mainstreaming in county governments in the country.

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APPENDICES

Appendix 1: Introductory Letter

I am Gekura Samson Tuguro, a student at Kenyatta University, pursuing a Master of Public Policy and Administration. I'm conducting a survey entitled: **Socio-Demographic Factors and Implementation of Gender Mainstreaming in County Governments in Kenya: A Case of Kajiado County.**

By replying to this investigation's data collection tool, I am seeking your involvement in the study. Your provided information will be kept private and utilised exclusively for the aim of the survey. Also, take note that taking part in this survey is completely voluntary and that no part of the survey will contain your name or any other information that may be used to identify you.

Thanks in advance.

Yours faithfully,

Gekura Samson Tuguro

Consenting part

I do accept participating to my full knowledge and voluntarily so.

Yes [] No []

Signature:

Date:

Appendix 2: Questionnaire

Study title: Socio-demographic factors challenging implementation of gender mainstreaming in Kajiado County, Kenya

Date:

Code:

Instructions:

- a) Do not write your name(s) on the questionnaire.
- b) Tick ALL appropriate responses in the spaces provided in each question.
- c) Respond to ALL questions. DO NOT leave any questions unanswered.

Section A: Respondents' demographic information

1. Gender? Female Male

2. What is your age in years?

18 - 29 years 30 - 39 years

40 - 49 years 50 years and above

3. Indicate your educational level.

Primary Secondary College

University

4. Indicate your marital status.

Married Single Separated/Divorced Widowed

5. What is your religion?

None Christian Islam

Other (specify)

6. For how long have you worked for the Kajiado County Government?

1 - 5 years

[]

6 - 10 years

[]

Section B: Education level

7. Indicate your agreement level with these parameters on how education level challenges mainstreaming of gender realization in Kajiado County. Use a scale of 1-5 where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree [Tick on each statement appropriately]

Statements	1	2	3	4	5
The girl child in this county are offered inadequate educational opportunities compared to the male child					
In this county, at all levels of education, girls are much more likely to drop out of school than boys					
Greater emphasis is placed on the education of boys than girls in this county					
There is a lack of commitment to women’s empowerment through capacity building, training and knowledge dissemination					
Few opportunities exist to educate people on gender mainstreaming in this county					
Existing educational frameworks fall short of advancing a gender equality perspective in all learning opportunities					

8. In your view, what contributes to the education level challenges which in turn impede the implementation of gender mainstreaming in Kajiado County?

.....

9. What measures can be taken to address the education level challenges that impede the implementation of gender mainstreaming in Kajiado County?

.....

Section C: Family structures

10. Indicate your agreement level with these statements on how family structures challenge the implementation of gender mainstreaming in Kajiado County. Use a scale of 1-5 where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree [Tick on each statement appropriately]

Statements	1	2	3	4	5
There are deeply entrenched social-cultural norms and traditions on gender roles that favour men over women in this county					
Patriarchal family structures constitute a leading barrier to gender mainstreaming in this county					
Highly patriarchal societal norms and traditions combined with gendered economic and household inequalities form leading barriers to gender mainstreaming in this county					
Family-level support plays a critical role in the advancement of women, educationally, socially and economically					
To promote gender equality, there is a need for changes in gendered social roles right from the family level					
Male-led households experience social, cultural and economic advantages over female-led households in this county					

11. What measures can be taken to address the family structure challenges that impede the implementation of gender mainstreaming in Kajiado County?

.....

Section D: Affirmative action

12. Indicate your agreement level with these statements on how affirmative action challenges the implementation of gender mainstreaming in Kajiado County. Use a scale of 1-5 where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree [Tick on each statement appropriately]

Statements	1	2	3	4	5
Gender issues have not attained the right prominence in the county policies, programs and projects					
There's a lack of knowledge and capacity for gender integration into county policies and programs					
There is a need to put into action already existing affirmative action laws in the county's policies, programs, projects and activities					
Latent male backlash towards affirmative action and gender equality issues serves as a leading barrier to gender mainstreaming in this county					
There is a need to integrate a gender equality perspective in all county policies, programs and projects					
Greater emphasis on outreach efforts and capacity building on gender mainstreaming is needed in this county					

13. What measures can be taken to address the affirmative action challenges that impede the implementation of gender mainstreaming in Kajiado County?

.....

Section E: Gender mainstreaming implementation

14. Indicate how much you agree with the given declarations on execution of mainstreaming of gender in Kajiado County. Utilize a rating score of 1-5 with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree [Tick on each statement appropriately]

Statements	1	2	3	4	5
Employment Opportunities					
Positions for jobs within your county government are equitable for both men and women.					
Gender-specific recruitment or training programs promote gender balance within your county government.					
Gender-based impartiality in recruitment processes within your county government is observed.					
Job Opportunities					
Job promotions within your county government are accessible to both men and women.					
Policies/initiatives aimed at promoting gender equity in job promotions within your county government.					

Your county government actively address barriers to gender-based job promotions					
Senior Management Ranks					
The composition of senior management ranks within your county government is diverse concerning gender.					
Initiatives/policies aimed at achieving gender diversity in senior management positions within your county government.					
Your county government actively address gender-related biases or stereotypes in senior management appointments and decision-making processes.					

15. Please share suggestions or observations you may have regarding how gender mainstreaming is implemented in your county government.

.....

16. Obtain data on men’s and women’s proportions, in the County Government of Kajiado, in terms of;

	2017		2018		2019	
	M	F	M	F	M	F
Employment opportunities						
Job promotions						
Senior management ranks						

Regards for taking part

End

Appendix 3: Approval Letter from Kenyatta University



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Website: www.ku.ac.ke

Internal Memo

FROM: Executive Dean, Graduate School

DATE: 21st June, 2023

TO: Gekura Samson Tuguro
C/o Public Policy and Administration Dept.

REF: C153/OL/CTY/21043/2021

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting 14th June, 2023 approved your Research Project Proposal for the M.PPA Degree Entitled, "Socio-Demographic Factors Challenging Implementation of Gender Mainstreaming in Kajiado County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.



ELIJAH MUTUA
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

c.c. Chairman, Public Policy and Administration Department.

Supervisors:

1. Dr. Weldon Ng'eno
C/o Department of Public Policy and Administration
Kenyatta University

Appendix 4: Approval Letter from the County Government of Kajiado

COUNTY GOVERNMENT OF KAJIADO

PUBLIC SERVICE, SOCIAL SERVICES, ADMINISTRATION, & INSPECTORATE SERVICES

Date: 09TH October 2023

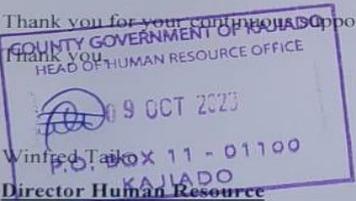
To
Director Social Services
Through:
CO- Gender, Culture, Wildlife, tourism and Cooperatives development

RE: REQUEST TO CONDUCT ACADEMIC RESEARCH – GEKURASAMSON TUGORO REG NO:C153/OL/CTY/21043/2021
Refer to the above subject matter.

The above-mentioned person is student at Kenyatta University pursuing a Post graduate degree programme in Public Policy and Administration. He intent to conduct research for a M.PPA project proposal entitled **‘Social-Demographic factors challenging implementation of Gender mainstreaming in Kajiado County, Kenya’**

The purpose of this letter is to therefore, request the Gender section to permit/accord the student with any technical support in data collection exercise across the five sub-county offices. The data collected will be strictly used for academic purposes.

Thank you for your continuous support.


Winfred Taito
Director Human Resource

CC: County Secretary
CECM: Gender, Culture, Wildlife, tourism and Cooperatives development
Director Gender

Appendix 5: Research Permit from NACOSTI


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **375664** Date of Issue: **21/August/2023**

RESEARCH LICENSE



This is to Certify that Mr.. Gekura Samson Tuguro of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kajiado on the topic: SOCIO-DEMOGRAPHIC FACTORS CHALLENGING IMPLEMENTATION OF GENDER MAINSTREAMING IN KAJIADO COUNTY, KENYA for the period ending : 21/August/2024.

License No: **NACOSTI/P/23/28596**

375664
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.**

See overleaf for conditions

Appendix 6: Work Plan

Year	2023						
Activity	Jan	Feb	Mar	Apr	May	Jun	Jul
Development of writing the concept							
Proposal writing/presentation/corrections							
Pretesting the instrument & Data collection and analysis							
Report writing and corrections							
Presentation of the project and submission of the final copy							

Appendix 7: Budget

ITEM	Quantity	Unit Cost (Kshs.)	Total Cost (Kshs.)
Assorted stationery (pens, pencils, rubber & Notebooks)	25 each	@50	1,250
Typesetting, Photocopying and Printing the proposal	4 copies	@ 1,000	4,000
Transport	14 days	@1000	14,000
Lunch	14 days	@1000	14,000
Telephone and internet	6 months	@ 2,000	12,000
Loose binding of the proposal	4 copies	@ 500	2,000
Data analysis software	1	@ 15, 000	15,000
Statistician (for guidance)	1	@ 30,000	30,000
Typesetting and printing of the final research project	4	@ 1,500	6,000
Final project binding	4	@ 1000	4,000
Sub-total			102,250
Contingency (10% of the sub-total) [10%]x			10,225
Total			112,475